DOCUMENT RESUME

ED 398 291 UD 031 098

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TITLE Project Support Evaluation. Los Angeles Unified School District, Report #3 - Final Evaluation.
INSTITUTION Los Angeles Unified School District, Calif.
SPONS AGENCY Department of Education, Washington, DC.
PUB DATE Mar 96
NOTE 32p.; For a related document, see ED 366 685 and UD 031 099.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Achievement; Comprehensive Programs; Counseling; Demonstration Programs; *Drug Use; Elementary Education; *Elementary School Students; *High Risk Students; Juvenile Gangs; Multicultural Education; Parent Education; *Prevention; Program Evaluation; Tutoring; *Urban Schools
IDENTIFIERS *Los Angeles Unified School District CA; *Project Support CA

ABSTRACT

Project Support, a 3-year project funded by the federal government, was designed as a demonstration of the impact of a comprehensive school-based drug and gang prevention program for high-risk students in six elementary schools in Los Angeles (California). In addition to providing some programs for entire grade levels, the program planned to identify 250 to 300 students on which to concentrate services. This report is the final evaluation report of the 3 years. Major strategies involved in this project were: (1) drug and gang policy awareness; (2) drug and gang prevention education; (3) multiracial and multicultural sensitivity development; (4) conflict resolution; (5) after school alternative programming; (6) tutoring and mentoring services; (7) community service; (8) career awareness; (9) early intervention counseling; and (10) relevant parent education. Crimes against person and property at project schools decreased 41% during the project period, and attendance improved by 4.6% for the targeted group. Reading achievement scores increased by 12.3% for the targeted group, and mathematics and language arts improved by 12.1% and 9.5% respectively. Pretest and posttest data on 974 students showed that the project produced gains in self-esteem and pro-school attitudes. Administrators and teachers saw merit in the program and advocated its continuation. An appendix presents four survey instruments from the study. (Contains 2 charts and 11 tables.) (SLD)

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PROJECT SUPPORT EVALUATION

LOS ANGELES UNIFIED SCHOOL DISTRICT

REPORT #3 - FINAL EVALUATION

MARCH 28, 1996

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Project Support Evaluation
Los Angeles Unified School District
Report #3 - Final Evaluation

March 28, 1996

by

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TABLE OF CONTENTS

	page
Introduction	1
The Schools	4
Operating Structure	5
Finances	6
Objectives/Implementation/Results	7
Overall Project Effectiveness in Reducing Campus Crime and Violence	20

Tables and Charts

Table 1 Strategies Addressed by Services by Year	3
Table 2 Students Served by Provider by Year	3
Table 3 CTBS Median Percentile Scores of Project Support Students by School - Year 3	5
Table 4 Expenditures per Student by Provider for Year 3	6
Table 5 Year 2 Students Receiving Multiple Services by School and Number of Services Received	8
Table 6 Year 3 Students Receiving Multiple Services by School and Number of Services Received	8
Table 7 Students Receiving Multiple Services by Year and by School	9
Table 8 Multiple Service Effects on Student Outcomes	11
Table 9 School Site Administrators' Survey of Changes	14
Table 10 Teachers Perceptions of CYGS Career Paths Program	14
Table 11 Person and Property Crimes by School Before and After Project Support	20
Chart 1 Ethnic/Racial Distribution of Project Support Students	4
Chart 2 Student Attitudes (pre and post CYGS 1995)	13
Appendix Survey Instruments	

SUMMARY OF OBJECTIVES AND ACCOMPLISHMENTS

Objective 1: *To provide concentrated services to 250-300 identified high risk students.*
Results: 232 students received from 2 to 6 different services in Year 2 and 213 received from 2 to 7 services in Year 3. For the most part these were two different groups of students due to a number of factors including the removal of all sixth grades from the schools in Year 3.

Objective 2: *To develop drug/gang policy awareness and understanding by students, parents, and school staff.*
Results: District policy was distributed to each school. School-specific policies with student pledges were not developed. Schools preferred to use existing behavior codes.

Objective 3: *To provide drug/gang prevention education programs and activities.*
Results: Approximately 14,000 students received drug/gang prevention education . Attitude testing of large groups of students indicated increases in self-esteem and unfavorable attitudes towards drugs and gangs. Total crime at the schools decreased 41%. Hundreds of parents were involved in prevention programs.

Objective 4: *Racial/cultural sensitivity development among teachers and students.*
Results: Teachers received training but the extent of its integration into the curriculum is unknown. About 4700 students received training in a classroom program; over 400 participated in camping and field trip experiences; and, over 500 attended the arts program; all of which were designed to fulfill this objective.

Objective 5: *To provide conflict resolution training to students.*
Results: The organization designated to provide this training was unable to do so and withdrew from the project. Students did receive some training and experiences, primarily in the after school programs and from the psychologists and mental health workers.

Objective 6: *To provide alternative after school programs.*
Results: Over 3000 students participated in one or more programs and 2000 benefited from field trips designed to be alternatives to drug and gang activities.

Objective 7: *To provide tutoring/mentoring in computer labs by trained school personnel.*
Results: 500 students were tutored and over 600 were served by the computer labs under the supervision of school personnel. The recruitment of volunteer tutor/mentors did not prove workable. A parent computer class functioned in one school.

Object 8: *To provide community service opportunities.*
Results: About 1300 students receiving some training in community service activities. The extent of their involvement in subsequent activities is unknown.

Objective 9: *To develop career awareness.*
Results: Over 4500 students received a 4-session classroom program aimed at developing career awareness and community service opportunities.

Objective 10: *To provide intervention counseling.*
Results: Over 500 students and many parents received individual and/or group counseling from psychology doctoral candidate interns and district mental health workers.

Objective 11: *To provide parent education.*
Results: Existing programs were strengthened and enlarged. Hundreds of parents attended all-day, 12-hour, or 8 week parent education programs.

SUMMARY OF RESULTS

- Person and property crimes at the project schools decreased a total of **41%** during the 3 year period of the project. Reductions were noted at 5 of the 6 project schools.
- Crimes against persons at the project schools decreased a total of **15%** during the 3 year period of the project.
- Crimes against property at the project schools decreased a total of **45.3%** during the 3 year period of the project.
- Attendance improved **4.6%** (absenteeism was reduced) significantly for the targeted group of students who received multiple services.
- Student tardies (being late to school or for class) declined by over half for the multiple service recipients.
- Reading Achievement scores improved by **12.3%** for the multiple service recipient students.
- Math Achievement scores improved by **12.1%** for the multiple service recipient students.
- Language Arts Achievement scores improved by **9.5%** for the multiple service recipient students.
- Pretest and posttest data on 974 students' attitudes showed that the project produced **gains** in self-esteem, anti-graffiti, anti-drugs, anti-gang and pro-school attitudes.
- Of the 15 School Site Administrators surveyed about the CYGS programs' impact in their schools, most saw positive changes such as less graffiti (**66.7%**), fewer fights (**60%**), less gang attire (**46.7%**), positive changes in student behavior (**80%**), positive comments from teachers (**93.3%**), and more parent interest (**40%**).
- **93.3%** of these school site administrators felt the program was worth continuing.
- 38 Teachers in 5 of the 6 schools were surveyed about the CYGS programs' impact in their schools and rated the curriculum highly with ratings ranging on average from 4 to 4.8 on a 5 point scale where 5 was the highest rating.

INTRODUCTION

Project Support, a 3 year $2,000,000 project funded by the Federal government under the Fund for Improvement and Reform of Schools and Teaching, Schools and Teachers Program, was designed as a 3 year demonstration of the impact of a comprehensive school-based drug and gang prevention program on elementary high risk students in 6 elementary schools in the Los Angeles Unified School District. In addition to providing some programs for entire grade levels in the schools, the program planned to identify 250-300 at risk students on which to concentrate services. The project funds were primarily targeted toward demonstrating the effectiveness of different prevention strategies.

This report constitutes the final evaluation* of the 3 years of operation of Project Support which aimed to provide a coordinated, local service approach to meeting children's needs with schools as the focal point. The evaluation also was funded through the Title V of ESEA of 1965, as amended, Drug Free Schools/Community program - Demonstration Grants - Institutes of Higher Education. In order to leverage the grant's effectiveness, the evaluation team worked closely with the Los Angeles Unified School District's prevention program.

Participation in drug, gang, and criminal activities greatly increases children's chances for early school failure and a life of anti-social behavior. Early intervention and prevention to give young people alternatives to gangs and drugs appear to be some of the most effective means of averting these activities. Project Support involved the implementation of 9 strategies described in the research literature as effective in drug and gang prevention. Components that employed the identified strategies included a variety of activities provided by a diverse group of non-district organizations. Additional services were provided by district school psychologists and psychiatric social workers.

The major strategies involved in this project were: drug/gang policy awareness, drug/gang prevention education, multiracial/multicultural sensitivity development, conflict resolution, after school alternative programming, tutoring/mentoring services, community service, career

*Slovacek, S. P., Simun, P. B., Batie, M. (1993). Project Support Evaluation, Report No. 1, Los Angeles Unified School District. Los Angeles, CA: California State University. (ERIC Document Reproduction Service No. ED366685.)

awareness/preparedness, early intervention counseling, and relevant parent education. In many instances, the programs offered addressed more than one of the strategies. Many services such as after school child care, multicultural conflict resolution programs, psychiatric social work, and some crisis intervention counseling are provided by the school district on a regular basis, but the grant provided a focus for the delivery of these services.

The project began with 9 outside agencies involved. Four of the non-district service providers who were involved at all 6 schools for the entire 3 years included Junior Achievement with a business basics program of career awareness and preparedness, Woodcraft Rangers with after school activity and camping programs, Community Youth Gang Services (CYGS) with its Project 2000 (Career Paths and Star Kids programs), and the California School of Professional Psychology whose graduate interns counseled students and families in crisis.

During Year 1, an arts program aimed at developing multiethnic awareness and an appreciation of art as a means of communication was provided by Communication Bridge - Arts Outreach. The same program was continued during Years 2 and 3 under the Children's Art Collaborative. L.A.'s BEST, an after school enrichment program, which operated at only 1 of the 6 project schools, was able to expand its existing after school activities with funding from Project Support. The Anti-Defamation League provided its "A World of Difference", a multicultural/multiethnic teacher training program, to the faculties of the schools. The Constitutional Rights Foundation provided Bill of Rights assemblies during Year 1 at one school and at 2 schools during Year 2 before dropping out of the project. Project Support funds enabled the schools to obtain computers and software to establish computer programs as part of their after school enrichment activities and, during Year 3, formalized after school tutoring programs operated at 4 of the Project Support schools. In the other 2 schools tutoring was offered during class time. Schools were free to refuse programs offered by the non-district service providers, although this rarely occurred as the schools believed the programs were helpful to their children.

The district provided a half-time psychiatric social worker position from its Mental Health division for the project. These mental health services were provided by professionals from that division who worked closely with the interns from the California School of Professional Psychology and the school psychologists who served the project schools. Table 1 indicates the strategies addressed by the various services during the three years.

Table 1

Strategies Addressed by Services by Year

Strategy / Services	Drug Pol. Awareness	Prev. Educ.	Multi-cult.	After-school Alt.	Tutor and Mentor	Comm. Service	Career Awareness	Coun-seling	Parent Educ.
Anti-Defamation Leag			1,2						
Arts Program		1,2,3	1,2,3	1,2,3					
Cal.Sch.Prof.Pych.		1,2,3,						1,2,3	1,2,3
CYGS-Career Paths		1,2,3							3
Star Kids		1,2,3		1,2,3	1,2				
Computer Program				1,2,3	2,3				3
Constitutional R.F.						1,2			
Jr. Achievement						1,2,3	1,2,3		
L.A.'s BEST		1,2,3	1,2,3	1,2,3	2,3				
Mental Health (PSW)		1,2,3						1,2,3	1,2,3
Project Mgt. - District	2,3	1,2,3							
Project Mgt. - School	3				3				1,2,3
Woodcraft Rangers		1,2,3	1,2,3	1,2,3		1,2,3			

Note: 1 = Year 1; 2 = Year 2; 3 = Year 3

During the three years of operation of Project Support, it is estimated that approximately 14,000 students received services from the project. Table 2 indicates the numbers of students receiving services each year from the various programs. Some students were counted more than once as they were served by more than one provider and occasionally received services for more than one year. Thus, the total number of different children served is estimated to be approximately 445 fewer than the 14,789 shown in the table, a total of about 13,997.

Table 2

Students Served by Provider by Year

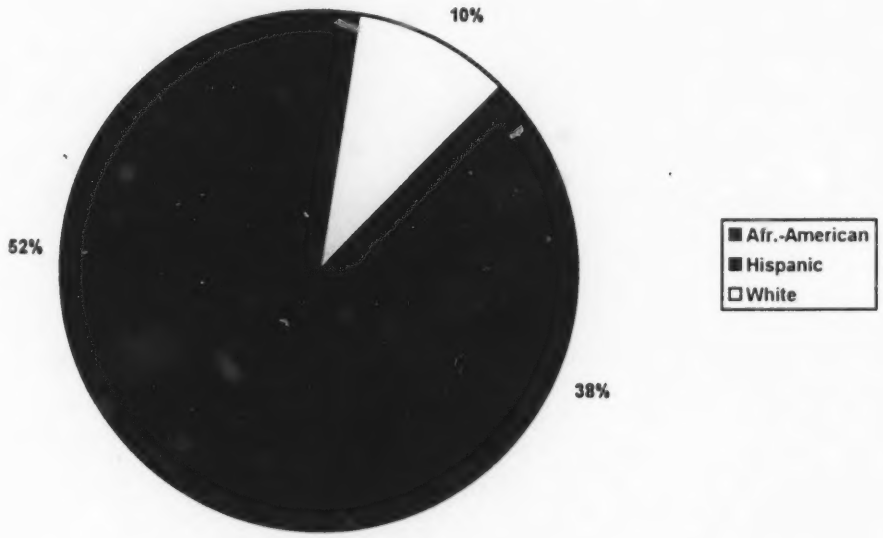
Provider	**Year 1**	**Year 2**	**Year 3**	**Total**
Arts	120	136	280	536
Cal. Sch. Prof. Psychology	115	215	180	536
CYGS-Career Paths	1072	1700	1948	4720
Star Kids	125	190	301	616
Computer Lab	N/A	460	664	1124
Jr. Achievement	1200	2300	1059	4559
L.A.'s BEST	125	125	129	379
Mental Health	N/A	170	115	285
Tutoring	N/A	N/A	507	507
Woodcraft Rangers	140	390	200	730
Total Served	3397	6449	4943	14789*
***Adjusted Total** (for students in Years 2 and 3 who received multiple services)				13997

THE SCHOOLS

The 6 elementary school sites in Project Support included Normandie Avenue, Raymond Avenue, and South Park in South Central L. A.; and Hoover Street, Magnolia Street, and Tenth Street in the Pico-Union area. All 6 schools lie in areas of Los Angeles most severely affected by the disturbances of April 1992. The total enrollment in the schools during the first year approached 10,000. During the second and third years, enrollment was closer to 9,000 as the sixth graders were moved to middle schools by the District. Four schools (Hoover Street, Magnolia Avenue, South Park, and Tenth Street) were primarily Hispanic (67.7-98.3%); while two (Normandie and Raymond) had majorities of Black students (52.8%-60.7%). Chart 1 shows the combined ethnic/racial characteristics of the 6 schools.

Chart 1

Ethnic/Racial Distribution of Project Support Students



The 1994-95 CTBS achievement test scores of the Project Support students are exhibited in Table 3. Scores are reported in median percentile ranks.

Table 3

CTBS Median Percentile Scores of Project Support Students by School - Year 3

	Reading	Lang. Arts	Math
Hoover	27.4	29.4	27.0
Magnolia	27.0	31.0	34.6
Normandie	18.4	19.8	46.0
Raymond	16.0	15.6	25.0
South Park	10.6	11.0	17.6
Tenth St.	32.2	33.6	23.0

Five of the 6 participating schools operated on a year round schedule during the first 2 years of the project; the sixth (South Park) operated on a traditional 9 month school year. At the end of the second year Normandie, one of the five year round schools, reverted to a traditional school calendar. The majority of the Project Support activities functioned during the summers at the year round schools.

OPERATING STRUCTURE

The administrative structure of Project Support consisted of a Project Director, a Project Coordinator, and a Site Coordinator for each school. In addition to a Site Coordinator, appointed by the school's principal, each school was to have a Site Prevention Management Team composed of the Site Coordinator, a parent, an administrator, and representatives from each of the service providers operating on that campus. The Project Director, a school district employee, was charged with overseeing the entire project in cooperation with the principals at the various schools. The Site Coordinator, appointed by each school's principal, was responsible for the supervision of each school's program, monthly meetings of the Team, and the submission of monthly reports to the Director. Service providers were to submit monthly reports to the Site Coordinator. The Site Coordinator then combined the providers' reports into the monthly report for submission to the Project Director.

Although the project proposal called for collaboration among the various service providers with the intent that their programs and activities would reinforce each other, no formal mechanization was developed to ensure this occurred other than to provide time at the monthly project meetings for the service providers to meet. The proposed monthly meetings of the Site Committees at each school only occurred on a regular basis at 2 of the schools. These seldom

proved feasible as service providers were usually assigned to several schools and those at one school tended to be working at that school on different days of the week. However, 6 to 8 project meetings a year were held for the entire group of providers, administrators, site coordinators, and evaluators. These meetings did provide opportunities for interaction among the various groups and individuals involved.

FINANCES

Under the Los Angeles Unified School District's prevention program that was funded by the Fund for Improvement and Reform of Schools and Teaching, Schools were allotted funds for staff training, professional experts, teacher substitutes, parent education, materials and supplies, etc., on a dollar per student basis. Also included in the funds directly allocated to the schools were site coordinator's pay and funds for supervision of the computer and tutoring programs. There was some flexibility at the school level as to how the funds were expended. Each year each non-district service provider submitted a proposed budget to the school district. Once approved by the school district's Project Manager, the programs were offered. Table 4 summarizes the expenditures for the various programs for Year 3, the year for which the most accurate figures are available. Expenditures for Years 1 and 2 were similar. The table also indicates the approximate dollar cost per student by program and the estimated dollars per contact hour.

Table 4

Expenditures per Student by Provider for Year 3

Provider	Students Year 3	Funds	$/Student	Estimated Annual Contact Hours	$/Hour /Student
Arts	280	$45000	$161	3360	13.40
CSPP	180	40000	222	720	55.56
CYGS-Career Paths	1948	115426	59	7968	14.49
Star Kids[1]	(301)[1]				
Computer Labs	664	35000	53	N/A	
Jr. Achievement	1059	20000	19	4236	4.71
L.A.'s BEST[3]	129	10400	81	N/A	
Mental Health	115	40785	355	345	118.21
Tutoring /comp. labs	507	63510	125		
Woodcraft Rangers[4]	200	19120	96	2000	9.56
Totals	4943	$389,241	$79		

[1] Included in Career Paths total
[2] Includes equipment and software.
[3] 45 min./day offered for either tutoring or computer room. Plus field trip: 60.
[4] Plus field trips for 440.

Note the above costs represent only the direct costs of these various services. The overall project administrative costs, the costs of the evaluation, and indirect costs charged by the school district have been excluded. Also, it was very difficult to obtain reliable information about the actual number of contact hours in all of the programs without implementing a costly "attendance" system, so these data are soft.

OBJECTIVES/ IMPLEMENTATION/RESULTS

Objective One: To provide concentrated services to 250-300 identified high risk students from the 6 Project Support schools.

Implementation. A major assumption underlying the project was that a concentration of services, utilizing the identified strategies, on a limited number of students over time would be effective in drug/gang prevention. Individual schools were to develop their own process for identifying the high risk students and the criteria for their placement in one or more of the services provided. These students are referred to in this report as Multiple Services Students (MSS). In most cases the actual placement was done by the Site Coordinator with parental/guardian permission when needed. The primary initial identification method was teacher referral; although in 2 of the schools referrals were also made by the school psychologist, site coordinator, parent, administrator, or a service provider. In 2 other schools the assistant principal, who was responsible for discipline, made the referrals in consultation with the classroom teachers. These students formed the nucleus of the Multiple Services Student group and the primary emphasis in data collection.

Results Part I. 232 students were identified as having received multiple services during Year 2 and 213 during Year 3, for a total of 445 for the two years. Few if any of the students in Year 3 had received services during Years 1 or 2 for the reasons explained below (e.g. the moving of 6th graders to middle schools). Also, in the first year of the project, the procedures for identifying the students to receive multiple services hadn't been fully determined by all of the project staff, the schools, and the service providers. Table 5 indicates the numbers of students in each of the schools who received multiple services and the number of services received in Year 2. Table 6 presents the numbers of students receiving multiple services for Year 3.

Table 5

Year 2 Students Receiving Multiple Services by School and Number of Services Received

	Number of Services Received							
School	1	2	3	4	5	6	7	Total
Hoover	17	11	0	0	0	0	0	28
Magnolia	35	18	9	0	0	0	0	62
Normandie	0	2	7	8	7	0	0	24
Raymond	1	13	18	5	1	0	0	38
South Park	4	11	22	15	3	1	0	56
Tenth Street	7	13	4	0	0	0	0	24
Totals	64	68	60	28	11	1	0	232

Table 6

Year 3 Students Receiving Multiple Services by School and Number of Services Received

	Number of Services Received							
School/ No. /Services	1	2	3	4	5	6	7	Total
Hoover	0	7			0	0	0	14
Magnolia	0	56	13	2	0	0	1	73
Normandie	0	4	0	3	0	0	1	8
Raymond	4	11	4	6	4	3	1	33
South Park	0	11	14	8	6	1	0	40
Tenth St.	0	28	12	4	0	1	0	45
Totals	4	117	50	23	10	5	4	213

In neither Year 2 nor Year 3 did the total numbers of students targeted to receive multiple services quite reach the project's goal of 250-300. However, almost twice as many students from the targeted group received 2 or more services in Year 3 compared to Year 2. This indicates an increased effectiveness on the part of the schools to concentrate the available services on students at greatest risk of gang or drug involvement.

Table 7 compares the total numbers of students receiving multiple services at the 6 schools for Years 2 and 3 of the project. The total numbers of students involved in the concentrated services varied from school to school with a range from 31 to 135. Some of the variation was due to the philosophical incompatibility of attempting to concentrate services on a few students

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versus attempting to get more students involved in these various programs (that were seen as effective). Paraphrasing the words of one principal " why shouldn't I get as many of my students involved in these programs as possible if they (the programs) work?"

Table 7

Students Receiving Multiple Services by Year and by School

School	Year 2	Year 3	Total
Hoover	28	14	42
Magnolia	62	73	135
Normandie	24	8	32
Raymond	38	33	71
South Park	56	40	96
Tenth Street	24	45	69
Totals	232	213	445

When the project began, the intent was to identify 250-300 students (approximately 50 per school) to receive multiple services and intensive follow-up. At that time 5 of the schools had 6 grades and services were aimed at Grades 4 and 5, which would have permitted students to receive 2 and 3 years of services. At the end of Year 2 of the project the sixth grades were removed from the remainder of the project schools. Thus, the majority of the students who received Project Support services during Years 1 and 2 were no longer in the schools for Year 3. Due to the lack of a comprehensive district student database, it became impossible to track these students to the middle schools for follow-up. A couple Grade 3 students who remained in the same school for the 3 years of the project were available for study, but technically, they weren't target service population in Year 1 (which focused on 4th and 5th graders) .

Site Coordinators in conjunction with principals made all the scheduling arrangements for the programs. In one school for at least Year 1, many of the after school programs were scheduled on the same day, making it impossible to offer multiple services to students in that school. This was rectified during Year 2. During Year 1 the art program was offered in two ways: one group of students to receive all sessions or a different group of students could receive one session each. Several of the schools opted for the latter. In addition, in at least one school the art program was offered during the regular school day rather than after school in Year 1.

After Year 1, the program was given after school in all cases and one group of students attended all sessions at each school.

Record keeping by a few service providers and some schools resulted in incomplete data about some programs and, occasionally, a complete lack of information from a school for a specific time period. In one school there were 3 different Site Coordinators. In another 2 teachers shared the responsibility which occasionally created communication problems and complicated data collection. The numbers of students involved in the computer program at South Park School were not separated from the totals involved in the after school program. Thus, students involved and numbers of hours involved in the computer program are undercounted. During Year 2, it became apparent that usable lists of Multiple Services Students and services they were receiving were not forthcoming from many of the schools. Forms for this purpose were distributed a second time to the schools with the request that program placement efforts be concentrated, if possible, on the students who were referred to the CSPP psychology intern or school mental health worker for counseling. In most cases this request was honored. It was not until Year 3, however, that MSS lists became available from all schools with primary basis for inclusion being referral for counseling. It is from these lists, heavily weighted for the activities of Year 3, that our conclusions regarding the Multiple Services Students are based.

Results Part II: Multiple Service Effects on Student Outcomes

Three years of longitudinal data were collected on various measures for the multiple services students. This included grades, achievement test scores (as measured by the Comprehensive Test of Basic Skills), attendance, absences, tardies, etc. Because so few students in the multiple service group were identified and served in Year 1 of the project, these students could serve as their own controls in contrasting their Year 1 performance on the measures named above to their Year 3 performance after the intervention of these multiple services. Table 8 below displays these results. A t-test of dependent means was performed to analyze change over time in order to determine how generalizable these results might be for other populations of students.

Table 8

Multiple Service Effects on Student Outcomes

Outcome	Year 1 (before Project)	Year 3 (after Project)	Change	% Change	Sig. Level[1]
Attendance	152	159	7	4.6%	p=.029
Absences	9.7	6.9	-2.8	-28.9%	p=.018
Tardies	2.8	1.2	-1.6	-57.1%	p=.047
Reading Ach. (CTBS)	554	622	68	12.3%	p=.000
Math Ach. (CTBS)	555	622	67	12.1%	p=.000
Language Ach. (CTBS)	560	613	53	9.5%	p=.000

[1] Represents statistical significance level for t-test of dependent means (the probability of making an error in claiming there is an effect or change from year 1 to year 3 because of the multiple services the students received.).

In order to further investigate the effects of the multiple services, a "services" variable was created that indicated the number of services a student received in Year 3. Several analyses of covariance were performed to control for a student's entry levels on the above outcome variables. For example, attendance in Year 1 (prior to receiving services) was used as a covariate to control for each student's tendency to miss school prior to the project and more effectively measure the impact of "services" on attendance in year 3 (at the end of the project). We can more precisely measure the effects of each additional service a student receives on attendance rates at the end of the project, if we know (and use in an analysis) students' levels of attendance before they begin the project. Only absenteeism improved statistically significantly (p=.05) as a result of each additional service the students were given. For each additional service received, students missed an average of 1.9 fewer days of school.

Objective Two: To develop drug/gang policy awareness and understanding by students, parents, and school staff.

Implementation. Each school was to develop a drug/gang policy (including dress codes), consequences, and procedures if an infraction occurred. In addition, the schools were to conduct appropriate training sessions to educate faculty, parents, and students about the policy. Students were to sign and take the drug policy home and have a parent/guardian sign it. No progress was

made during Year 1. During Year 2, the existing district drug policy was obtained by the Project Director and distributed to the schools. Also distributed by the Director was a form for students and parents/guardians to sign acknowledging their understanding of the drug policy.

Results. No known teacher in-service or parent education program aimed specifically at drug/gang policy appeared to be developed. No information was provided indicating the numbers of students/parents/guardians signing the drug-free school policy pledge. However, during Year 3 student discipline codes and procedures were obtained from the schools. These made no reference to drugs. When questioned, school personnel responded that all students receive the Los Angeles Police Department's drug prevention DARE program either in grade 4 or 5, and that these students and their parent/guardians must sign a pledge in order to complete the program. School personnel, for the most part, considered an additional form on drug policy as unnecessary. Information regarding signed DARE pledges was not readily available.

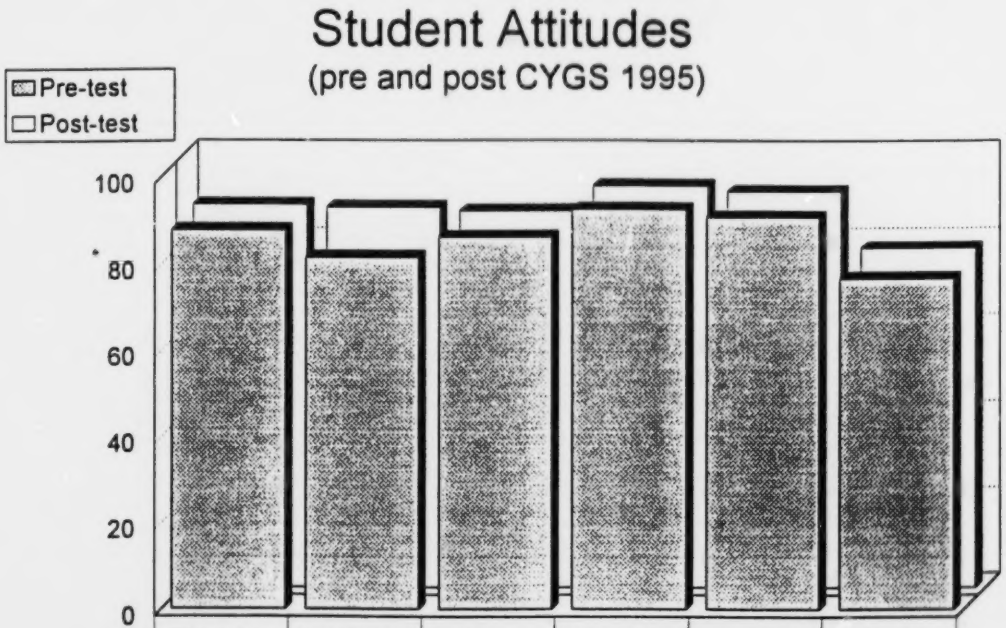
Objective Three: To provide drug and gang prevention education programs and activities to students and parents.

Implementation. Students in grades 4 or 5 at all schools received the 15-session Community Youth Gang Services (CYGS) - Youth 2000 Career Paths gang and drug curriculum in the classrooms during regular school hours for each of the 3 years of the program. School administrators and staff received prevention training from the CYGS staff. As part of regular district programming, all students (usually in Grade 5) received the Los Angeles Police Department's DARE program. In addition to the programs offered during the school day, a number of after school programs such as the CYGS - Youth 2000 - Star Kids, the arts program, L.A.'s BEST, and Woodcraft Rangers included drug/gang prevention activities. Also, many of the counseling and referral activities of the CSPP interns and the mental health workers were directed towards the reduction of gang and drug activities. Several hundred parents and students from the project schools attended an all-day conference titled, "The Drug and Gang Awareness Parent Conference," sponsored by CYGS and hosted by California State University, Dominguez Hills, on November 18, 1994.

Results. It is estimated that most of the approximately 14,000 students reached by the project received drug/gang prevention education from at least one program in Project Support. Pretest and posttest data on student attitudes were collected each year in each school by the CYGS -

Career Paths program provider (See Appendix). Chart 2 below indicates the results of this testing of 974 students for Year 3. Once again as seen in prior years small gains were made in all of the student attitudes. Improvements were noted in student attitudes against drugs, gangs, and graffiti. Student attitudes toward school and self (esteem) improved. Results for Year 2 appear in the Year 2 report.

Chart 2



	Total Att.	Anti-Graffiti	Self Esteem	Anti-Drugs	Anti-Gangs	Pro-School
Pre-test	87.6	81.3	86	92.4	90.6	76.4
Post-test	88.5	87.9	87	92.8	91.5	78.5

Fifteen School Site Administrators were surveyed about the CYGS programs' impact in their schools. (See Appendix). Table 9 below highlights some of the changes they have perceived in their schools because of the program. 93.3% of these school site administrators felt the program was worth continuing.

Table 9

School Site Administrators' Survey of Changes

Area of Change	**% indicating this occurred in their schools**
Less gang attire worn	46.7%
Less graffiti	66.7%
Fewer fights	60.0%
Positive change in student behavior	80.0%
Positive comments from Teachers	93.3%
More parent interest	40.0%
Average of above	*64.5%*
% Who say program is worth continuing	**93.3%**

Note: based on a sample of 15 site administrators in all 6 of the project schools.

Thirty-eight teachers in 5 of the 6 schools were surveyed about the CYGS programs' impact in their schools. (See Appendix). Table 10 below highlights some of their perceptions of the CYGS Career Paths curriculum. Teachers rated the curriculum highly with ratings ranging on average from 4 to 4.8 on a 5 point scale where 5 was the highest rating.

Table 10

Teachers Perceptions of CYGS Career Paths Program

Item	**Average Rating on 1 (low) to 5 (high)scale**
Over-all rating of program:	4.6
Rating of material used:	4.0
How was the material presented:	4.6
Value of the program to students:	4.8

Note: based on a sample of 38 teachers in 5 of the 6 schools.

Objective Four: Racial/cultural sensitivity development among teachers and students.

Implementation. School personnel received the Anti-Defamation League's "A World of Difference" in-service training on handling racial/cultural sensitivity tension, including procedures for addressing possible conflicts. Schools were provided with multiple copies of the curriculum and teachers were to incorporate the concepts and activities into their classroom instruction. Teachers rated the training sessions. (A summary of Year 1 session's evaluation appears in the

report for Year 1.) The in-service sessions were followed by intermittent study by the ADL to ascertain whether or not the topics and activities were being integrated into the curriculum. A representative attended project meetings and maintained contact with the schools throughout the project's life.

In addition to the work of the ADL with the teachers, students were exposed to racial/cultural sensitivity activities and concepts as part of the CYGS Youth 2000 -Career Paths and Star Kids programs, Woodcraft Rangers, and the arts program.

Results. Teachers at all schools received the services of ADL during Years 1 and 2. As new teachers joined the faculties, they also received the training. The extent to which the concepts were integrated into the curriculum was beyond the scope of this evaluation. About 4700 students received some training in this area from the CYGS Youth 2000 Career Paths program. Woodcraft Rangers provided field trips each year for over 400 students. The field trips were not limited to Project Support students as these students were deliberately combined with those from other schools with different racial/ethnic makeup to provide multiracial/multiethnic experiences. Woodcraft Rangers also allotted a specific number of spaces in their regular multicultural/ multiethnic summer and weekend camps for project students. Over 700 students were served by the various activities of the Woodcraft Rangers.

The arts program was unique in that it was presented by a multiracial/multiethnic group of artists. In addition to being instructed by these artists, over 500 students received exposure to the art of various racial/ethnic groups and attended art exhibits of work by minority artists.

Objective Five: To provide conflict resolution training.

Implementation/Results. The Constitutional Rights Foundation contracted to deliver conflict resolution training to program participants. They did present several Bill of Rights assemblies during Years 1 and 2 but found themselves unable to prepare a curriculum on conflict resolution and withdrew from the project. Some conflict resolution training was provided informally by other programs, notably the CYGS - Star Kids program, the CSPP interns, and the mental health counselors.

Objective Six: To provide after school alternative programs.

Implementation. Constructive after school activities promoting cultural appreciation, arts and crafts, and recreation were provided for students during the 3 years of the project. These

activities were provided by CYGS Star Kids, Children's Arts Collaborative, the computer lab after school program, L.A.'s BEST, the tutoring program, and Woodcraft Rangers. In addition to the after school activities, a variety of fields trips were provided. Among these activities were camping, ice skating, art exhibits, Santa's Village, bowling, snow trips, whale watching, tree planting, the House of Blues, Museum of Flying, and Knott's Berry Farm.

Results. It is estimated that over 3000 students participated in one or more after school programs and that nearly 2000 students benefited from field trips during the 3 years of the project. The goal of all of these activities was to provide healthy and safe experiences for the students that would broaden their outlook, increase their self-concept, and provide an alternative to drug and gang activities. It is apparent that the after school programs worked well for the most part. As mentioned earlier, during Year 1 one school scheduled most activities on one day, precluding the assignment of multiple services to any student. This was later rectified. Conflicts in schedules and multiple assignments and duties in different geographic locations made it almost impossible for the kind of collaboration among service providers that was hoped for to occur.

Objective Seven: To provide tutoring/mentoring at each school with computer labs supervised by trained school personnel.

Implementation. By the end of the Year 3, computer labs were in operation at all 6 schools in the project. In 2 schools the project enabled the upgrading and enlarging of existing labs. In the other 4 schools funds allowed for the establishment of operating labs with equipment and appropriate software. The laboratories were staffed by credentialed teachers. At some schools students came to the computer labs on a voluntary basis; in others they were assigned. For the most part students were assigned to the tutoring labs, called homework assistance labs, at 2 of the schools.

Results. Year 3 is the only year for which accurate data were available for the computer labs and tutoring. Five schools provided monthly figures for computer lab usage. For Year 3 the total was estimated at well over 600 students served in the labs. This total does not include students from South Park School. At that school the computer lab was available to a maximum of 20 out of 76 students for 45 minutes for 4 days a week on a first-come first-served basis. How many students actually took advantage of the opportunity is unknown. In addition to student use of the

computer labs, at least one school offered a parent computer class which served 10 parents a week during Year 3.

Project Support provided the means for the schools to offer after school tutoring, usually under the supervision of the computer lab supervisor. Data from 5 of the 6 schools for Year 3 indicate that over 500 students participated in tutoring sessions during that year. It was anticipated that volunteers would be recruited from student teachers; college students; business professionals; and older elementary, middle, and secondary students. This did not occur because the recruitment of volunteers proved to be unworkable due to time and energy constraints. Due to delays in arrival of hardware and software, the computer labs were not fully operational at all schools until late in Year 2. The tutoring programs did not begin in earnest until Year 3. This entire project placed many burdens and challenges on the school faculty, who met most of them with cheerfulness and supportive activity.

Objective Eight: To develop community service opportunities.

Implementation. The Constitutional Rights Foundation (CRF), Junior Achievement, and Woodcraft Rangers were the providers expected to help students plan and conduct community service projects. The CRF program never materialized. Junior Achievement was able, especially after Year 1, to recruit sufficient volunteers to present its regular 4-session program to all the schools in Project Support. This program is designed to prepare students to go out into the community and conduct service projects. The volunteers were to work informally with students after the presentation of the 4 formal classroom sessions. Woodcraft Rangers, as well as some of the other after school programs, involved students in cleanup and school beautification projects.

Results. The Junior Achievement and Woodcraft Rangers programs involved about 1300 students but the extent of the student involvement in community service activities is unknown. Both Junior Achievement and Woodcraft Rangers aim to remain in any school that they enter. The CRF had traditionally operated in secondary schools and it soon found that funding and time did not permit it to develop an elementary program quickly enough to implement during the life of Project Support. The organization withdrew from the project during Year 2.

Objective Nine: To develop career awareness among students.

Implementation. The Junior Achievement program functioned for all 3 years in the Project Support schools. This program provided 4 formal classroom sessions staffed by community

volunteers. The object was to establish self-sustaining programs, using volunteers, that would provide career awareness and community service opportunities for students.

Results. The Junior Achievement program served over 4500 students, primarily in grades 4 and 5, in the Project Support schools. The extent to which these programs provided any community service activities is unknown. During Year 1, the organization had difficulty finding volunteers who could speak Spanish. This problem was solved and all schools were fully staffed with volunteers with appropriate language skills during Years 2 and 3. However, for unexplained reasons the organization's activities were not limited to Grades 3-5. In several instances the program was presented to Grade 1 students, who were not intended to participate in Project Support.

Objective Ten: To provide intervention counseling.

Implementation. A variety of interns from the psychology doctoral program at the California School of Professional Psychology each spent a year providing counseling and related activities at the schools for both parents and students. These interns worked in conjunction with and were supervised by the district's school psychologists and faculty from CSPP. Most schools received 8 to 10 hours a week of intern time for 9 months a year. Services were also provided by psychiatric social workers from the district's Mental Health unit. These professionals worked with many of the same students and parents as the CSPP interns did and often conducted group sessions with the interns. Most students were referred by the teaching faculty and many were the Multiple Services Students as described under that section of this report.

Results: A total of 536 students were served by the interns and 285 by the mental health professionals during the 3 years of the project. In many cases the parents of these students were also served by the interns and mental health workers. There was extensive, intentional overlap among the students served by the 2 groups of professionals. Thus, the total number of students served by both groups probably does not exceed 536. In addition to individual and group counseling for students, a large number of families also received counseling and referral services to other agencies when necessary. This aspect of the project appeared to work well. It was hoped that measures of the students' social interactions in the classroom and attitudes towards gangs and drugs would be available from the pre-post comparisons of students referred for CSPP counseling by their teachers. However, these data were not made available to the evaluators who

collaborated with CSPP staff to develop an instrument. Thus, it is difficult to assess the effectiveness of the counseling process in these areas.

Objective Eleven: To provide parent education.

Implementation. Two schools (Hoover and Magnolia) had parent groups and activities in operation when Project Support began. The project enabled them to supplement these activities beginning in Year 1. Most parent education activities in the other schools, however, did not materialize until Year 3. There were several attempts by some of the service providers to integrate existing parent programs developed by their agencies

Results. Several hundred parents with their children attended the Drug/Gang Awareness Conference sponsored by CYGS and others during November 1994. At least 2 schools each had over 250 parents graduate from the Los Angeles Parent Institute of Quality Education program. The Hoover program included parent training and trips to educational locations such as the L. A. Central Library. Magnolia instituted a parent computer class which met regularly during Year 3. Raymond had a 12-hour Parent Empowerment Class during March 1995 which served a large number of parents. During October 1994, South Park staged the L.A.'s BEST Community Jam Against Drugs and Violence and a health fair. From time to time CSPP interns conducted parent education classes on an as needed basis.

During Years 1 and 2 many discussions were held about the need for parent education. Schools and service providers had differing ideas about how to do this. It was hoped that service providers would collaborate in the preparation and presentation of parent education programs. This did not occur. A few activities occurred during Years 1 and 2, primarily at schools that already had functioning parent programs. Most of the funds available through Project Support had not been expended in Years 1 and 2. During Year 3, it was agreed by all parties that the needs of the schools varied and that each school should freely choose the parent program it felt would be most valuable to it. The schools were advised of a variety of programs available and permitted to choose how to expend the funds. The written education materials and training videos anticipated did not materialize.

OVERALL PROJECT EFFECTIVENESS IN REDUCING CAMPUS CRIME AND VIOLENCE

Together, all of the objectives above were aimed at a general goal of making the schools safer. The levels of crimes against persons and property were tracked longitudinally (measured before and after Project Support) to determine the impact of the project. The school district police department provided data on school crime during the 3 years of Project Support. There was an **overall decrease of 41%** in both types of crimes when person and property crimes are combined for all 6 schools. Five of the schools had overall decreases in crime ranging from 36 to 67%. Three of the 6 schools showed a decrease in crimes against persons, 2 showed no change, and only one showed an increase. Five schools reported a decrease in property crimes. Crimes against persons at the project schools decreased a total of **15%** during the 3 year period of the project. Crimes against property at the project schools decreased a total of **45.3%** during the 3 year period of the project. Table 11 below shows the actual numbers of incidents reported by the school district police.

Data concerning the events on campus that were not serious enough to require the intervention of the school police but which might more accurately reflect the day to day impact of the project on student behavior were not available. These events are sometimes reported on referral slips submitted to administrators by teachers and other professionals. Unfortunately, these slips are routinely destroyed and were unavailable.

Table 11

Person and Property Crimes by School Before and After Project Support[1]

	Person		Property		Total		% Change[2]
Year	91-92	94-95	91-92	94-95	91-92	94-95	
School							
Hoover Street	2	0	13	5	15	5	-67
Magnolia Ave.	1	1	11	6	12	7	-42
Normandie Ave.	3	7	22	9	25	16	-36
Raymond Ave.	4	1	9	4	15	5	-67
South Park	6	6	25	12	31	18	-42
Tenth Street	4	2	6	11	10	13	+30
Totals	**20**	**17**	**86**	**47**	**108**	**64**	**-41**

[1]Figures include only those events that required involvement of the school district police.
[2]% change = Difference/base. Ex: 5-15/15 = -.67 x 100 = -67%

In conclusion, the three years of the project produced many positive changes in students' pro-social attitudes, their achievement, and even the safety levels at the schools. The package of comprehensive and multiple services appears to be a strategy worth pursuing in other schools.

Appendix - Survey Instruments

STUDENT ATTITUDINAL SURVEY

PLEASE CIRCLE THE ANSWER WHICH MOST CLOSELY MATCHES YOUR FEELINGS:

1.	I think it is alright for someone to write graffiti. (F)	YES	DON'T KNOW	NO
2.	I enjoy participating in recreation, sports, church or school programs with others my age. (S, E)	YES	DON'T KNOW	NO
3.	I would like to have a tattoo. (G)	YES	DON'T KNOW	NO
4.	I feel good about my friends joining a gang. (G)	YES	DON'T KNOW	NO
5.	I feel good about working hard and doing my best in school. (S)	YES	DON'T KNOW	NO
6.	It is OK if my brother or sister join a gang. (G)	YES	DON'T KNOW	NO
7.	If my friends were using drugs and wanted me to, I would. (D)	YES	DON'T KNOW	NO
8.	If my friends join a gang I would too. (G)	YES	DON'T KNOW	NO
9.	I would feel good about myself if I joined a gang. (G)	YES	DON'T KNOW	NO
10.	I would like to join a gang. (G)	YES	DON'T KNOW	NO
11.	I like to write graffiti. (F)	YES	DON'T KNOW	NO
12.	Gangs are OK. (G)	YES	DON'T KNOW	NO
13.	It is important for me to graduate and continue with a good education. (S)	YES	DON'T KNOW	NO
14.	People will like me if I am in a gang. (G)	YES	DON'T KNOW	NO
15.	I feel the most important when I am with my friends. (E)	YES	DON'T KNOW	NO
16.	I think graffiti makes the neighborhood look ugly. (F)	YES	DON'T KNOW	NO
17.	It is wrong to be in a gang. (G)	YES	DON'T KNOW	NO
18.	I get into trouble at school. (S)	YES	DON'T KNOW	NO
19.	I always do whatever my friends want me to do. (E)	YES	DON'T KNOW	NO
20.	People who break the laws should be punished. (G, D)	YES	DON'T KNOW	NO
21.	It is OK for me to take drugs (Alcohol, Tabacco, Cocaine) to feel good. (D)	YES	DON'T KNOW	NO
22.	A policeman is a good friend to have. (G, D)	YES	DON'T KNOW	NO
23.	It is OK to fight to solve a problem. (G)	YES	DON'T KNOW	NO
24.	I would do what the kids in my nieghborhood do just to be accepted by them. (E)	YES	DON'T KNOW	NO

LEGEND

G = Anti Gangs
S = Pro School
E = Pro Self Esteem
D = Anti Drugs
F = Anti Graffiti

SCHOOL _____
TEACHER _____
RM. _____
INSTRUCTOR'S NAME _____
YEAR _____
SEMESTER _____
PRE
POST
STUDENT SURVEY

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Rev. September 6, 1991

YOUTH 2000

ENCUESTA ESTUDIANTIL

ESCOJA LA RESPUESTA QUE MAS CORRESPONDA CON SUS SENTIMIENTOS:

1.	Yo creo que esta bien que una persona escriba graffiti. (F)	SÍ	NO SÉ	NO
2.	Me gusta participar en deportes recreativos, programas en la iglesia o la escuela con otros niños/niñas de mi edad. (S,E)	SÍ	NO SÉ	NO
3.	Me gustaría tener un tatuaje. (G)	SÍ	NO SÉ	NO
4.	Me gusta que mis amigos sean miembros de una pandilla. (G)	SÍ	NO SÉ	NO
5.	Me siento muy bien trabajando duro y dando lo mejor de mí en escuela. (S)	SÍ	NO SÉ	NO
6.	Esta bien si mi hermano o mi hermana se hacen miembros de una pandilla. (G)	SÍ	NO SÉ	NO
7.	Si mis amigos usaran drogas y quisieran que yo las usara, lo haría también. (D)	SÍ	NO SÉ	NO
8.	Si mis amigos se juntan a una pandilla yo también me haría miembro. (G)	SÍ	NO SÉ	NO
9.	Me sentiría muy bien conmigo mismo si me hago miembro de una pandilla. (G)	SÍ	NO SÉ	NO
10.	Me gustaría juntarme a una padilla. (G)	SÍ	NO SÉ	NO
11.	Me gusta escribir graffiti. (F)	SÍ	NO SÉ	NO
12.	Las pandillas son buenas. (G)	SÍ	NO SÉ	NO
13.	Es importante graduarme y continuar una buena educación. (S)	SÍ	NO SÉ	NO
14.	Yo le agradaría a la gente si me juntara a una pandilla. (G)	SÍ	NO SÉ	NO
15.	Me siento más importante cuando estoy con mis amigos. (E)	SÍ	NO SÉ	NO
16.	Yo pienso que el vencindario se ve feo con graffiti. (F)	SÍ	NO SÉ	NO
17.	Es malo pertenecer a una pandilla. (G)	SÍ	NO SÉ	NO
18.	Yo tengo problemas en la escuela. (S)	SÍ	NO SÉ	NO
19.	Yo hago todo lo que mis amigos quieren que yo haga. (E)	SÍ	NO SÉ	NO
20.	Las personas que no obedecen las leyes deben ser castigadas. (G,D)	SÍ	NO SÉ	NO
21.	Está bien tomar drogras (Alcohol, Tabaco, Cocaína) para sentirse bien. (D)	SÍ	NO SÉ	NO
22.	Un policia es un buen amigo. (G,D)	SÍ	NO SÉ	NO
23.	Está bien pelear para resolver problemas. (G)	SÍ	NO SÉ	NO
24.	Yo haria lo que mis compañeros hacen con tal que me acepten. (E)	SÍ	NO SÉ	NO

LEGEND

D = Anti Drugs
G = Anti Gangs
S = Pro School
E = Pro Self Esteem
F = Anti Graffiti

ESCUELA _____ ANO _____ SEMESTRE _____

MAESTRO/A _____ CUARTO _____ NOMBRE DEL INSTRUCTOR/A _____

ENCUESTA ESTUDIANTIL

ANTES

DESPUES

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Rev September 6, 1991

TO: **ALL 4TH & 5TH GRADE TEACHERS**

FROM: _____, **Principal**

SUBJECT: **EVALUATION OF THE CYGS CAREER PATHS PROGRAM**

Please complete and return to me by _____

Teacher _____

1. Over-all rating of program:
   LOW 1 2 3 4 5 HIGH
   Comments: _____

2. Rating of materials used:
   LOW 1 2 3 4 5 HIGH
   Comments: _____

3. How was the material presented:
   LOW 1 2 3 4 5 HIGH
   Comments: _____

4. Value of program to students:
   LOW 1 2 3 4 5 HIGH
   Comments: _____

5. Value of program to parents:
   LOW 1 2 3 4 5 HIGH
   Comments: _____

6. How could the program be improved? _____

7. What were the strong parts of the program? _____

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CAREER PATHS

SCHOOL SITE ADMINISTRATORS EVALUATION FORM

SCHOOL_____ DATE CONDUCTED_____

ADMINISTRATOR_____ INTERVIEWER_____

1. Have you had an opportunity to observe any of the classroom presentations?
   Yes No

2. What was your reaction?_____

3. Have you received any communication from the students or their parents about the program?
   Yes Nc

Comments_____

4. At this point in the program have you seen any positive outcomes:
   - _____Less Graffiti
   - _____Fewer Fights
   - _____Less Gang Attire
   - _____Positive Change in Student Behavior
   - _____Positive Comments from Teachers
   - _____More Parent Interest

Comments_____

5. Is the program worth continuing? Yes No

6. What suggestions would you like to make?

Comments_____

7. Have you had an opportunity to observe any of the parent programs? Yes No

Comments_____

8. Are you familiar with the Graffiti Hotline? Yes No
   Its services? Yes No

9. Have you used it (949-6202) Yes No

MAIL TO: COMMUNITY YOUTH GANG SERVICES PROGRAM
144 SOUTH FETTERLY AVENUE, LOS ANGELES, CA. 90022